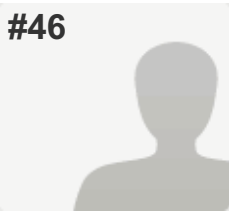


#46

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Tuesday, June 21, 2016 9:57:09 AM**Last Modified:** Tuesday, June 21, 2016 10:22:07 AM**Time Spent:** 00:24:58**IP Address:** 205.221.206.201

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Q1: Name of School District:	Spencer
Q2: Name of Superintendent	Terry Hemann
Q3: Person Completing this Report	Pat Briesse

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Q4: 1a. Local TLC Goal

Attract new and retain current teachers.

Q5: 1b. To what extent has this goal been met?

(no label)

Mostly Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**New Teacher Survey Results**

- In Year One of the TLC, each new teacher to the district was mentored by an Instructional Mentor Coach (Instructional Mentor Coach)

The Instructional Mentor Coaches collected data on their 2X-3X weekly and in some cases daily interactions with the new teachers and reviewed their reflections after observing model teachers instruction. In addition to brand new teachers, all teachers new to the district were provided support by the IMCs; the veteran teachers felt Solid Support by them as well.

New teachers were surveyed following their Year One experience of collaboration with their building principal, curriculum school consultant, and their Instructional Mentor Coach in working through the 8 Iowa Teaching Standards. The survey results averaged a 4 from a 5 point scale--defined in the survey as "Solid Support." This data coupled with positive oral communication from the mentees show successful data for retaining new teachers at Spencer.

Teacher Anecdotes:

"I felt supported right away."

"My mentor coach changed her lunch time, so we could have the same lunch wave."

"I would explain difficult math concepts to her (IMC), and I know my students benefited from that."

"Whatever questions came up, my coach (IMC) could help me or take me to someone else to help me."

Teacher Retention

1 new (licensed) teacher resigned after semester one

The system worked. The IMCs worked with this individual and provided opportunities for him to improve. Ultimately, this teacher made the decision not to accept the assistance provided.

13 veteran teachers retired and took the district retirement package

Spencer Schools does not have a teacher retention issue.

Q7: 2a. Local TLC Goal

Provide opportunities for coaches to collaborate with teachers.

Q8: 2b. To what extent has this goal been met?

(no label)

Fully Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

- 17 teachers worked on a goal with one of the 10 Instructional Mentor Coaches through the Knight Coaching Cycle protocol for the PLAEA one hour renewal credit Course: Establishing Positive Teacher and Coach Collaborative Relationships for Improving Teacher and Learning (in district) (7657)
Teacher Anecdotes:
"I have truly enjoyed the opportunity to take the course....This class allowed me to implement student focused goals that had a real life benefit to my behavior disorder students."
"My coach sat down with my trying to help organize my thoughts and concerns to narrow down the behaviors in which to start working. She observed the class and identified specific behaviors. Then we wrote the goal together."
"We (my coach and teacher) met several times to develop a goal, selected the core standards, looked through student writing samples, discussed student needs, found resources to more effectively teach the material, and made a plan to reach the goal."
 - The Instructional Mentor Coaches led 6 half day Professional Development sessions throughout the school year. A survey of selected session titles include: Creating Student-Centered Goals, Writing HOT(Higher Order Thinking) Questions and Essential Questions, Bundling Formative Assessment, Unit Template--Hot Questions, Tech--Defined STEM, (Secondary) Special Education Needs, Unit Work as a Team.
Teacher Anecdotes:
"The coaches put themselves out there to help us. I really appreciate their support."
"My coach sat beside me and helped me every step of the way. I had missed the intro session, now I feel caught up."
"I depend on my Team Leader to answer my questions while the coaches are presenting. He does a great job."
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Q10: 3a. Local TLC Goal

Provide dynamic leadership opportunities.

Q11: 3b. To what extent has this goal been met?

(no label)

Fully Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Teacher Leader Trainings and Professional Development

Jim Knight Instructional Coaching Model:

10 IMCs, the School Improvement Consultant, TLC Coordinator, and building principals attended (Aug) Knight Instructional Coaching I, (2 day seminar). Relationship building and Partnership Principles in the Coaching Cycle provided the framework for our first year. We attended (Nov) Knight Instructional Strategies I, (2 day seminar) that provided IMCs with a toolkit of instructional strategies to be used during the coaching cycle. A follow up meeting with PLAEA8 TLC Coaching Camp provided the IMCs with time to review and practice their new learning with coaches from neighboring districts.

We held an in-district 1.5 day PD training with skills assessments for all IMCs and Teacher Leaders-- 28% of our teacher base.

District/building data profiles were shared/studied.

A leadership mentoring system was established: the School Improvement Consultant and TLC Coordinator would mentor the IMCs, and each IMC would mentor 4-5 Teacher Leaders, the groups then began working together. This was a great success throughout the school year.

District Leadership Meetings

The DLT meets monthly with 1 hour each month devoted to Leadership PD for the IMCs and Administrators.

Teacher Leader Skills Assessments

We used the CSTP, the Center for Strengthening the Teaching Profession framework, and AIW Local Coach framework for teacher leaders to assess their leadership skill sets. Leaders filled out initial assessments, and then we revisited those in the spring. We will continue with that practice.

Teacher Survey (87 of 144 respondents)

- 92% of the teachers responded that they attended professional development/in-service sessions and/or meetings led by IMCs and/or Teacher Leaders (TLs)

- 95% of teachers responded that during the school year, IMCs and TLs were available to help with professional development questions and issues.

Administrator Survey (5 of 5 respondents)

- 100% of the administrators responded that during the school year, professional development/in-service sessions and/or meetings were led by IMCs and/or TLs.

- 100% of the administrators responded that during the school year, IMCs and TLs were available to help with professional development questions and issues.

Major Learning:

For the first year of TLC, the focus was on building leadership capacity for the IMCs, and we feel confident that we made major progress. We have had numerous conversations about building capacity among our TLs. We are exploring how to provide more involvement for the TLs and in essence how to build the path for the next "generation" of IMCs and other TLs.

Q13: 4a. Local TLC Goal

Improve student achievement

Q14: 4b. To what extent has this goal been met?

(no label)

Mostly Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Iowa Test Results from 2014-2015 and 2015-2016
3rd grade: Reading 173 to 194
Math 178 to 192

8th grade: Reading 249 to 271
Math 226 to 266

11th grade: Reading 291 to 287
Math 299 to 299

Significant gains were made in Grades 3 and 8 in reading and math--over the past two years, the reading and math standard scores have increased in Grades 3 and 8; whereas, the scores remain stable in Grade 11. This is one indicator in the district data profile that the teacher leadership has had a profound effect on student achievement.

Technical Adequacy Learning Team Report data

199 Secondary AIW Learning Team sessions were held during the 2015-2016 school year with Teacher Leaders facilitating each learning team. The teams met to evaluate Instruction, Student Work, and Teacher formative and summative Tasks based on objective criteria. Teachers then made changes to address improving their work in those areas.

Data from these group sessions show that teacher are using more Higher Order Thinking and Questioning to develop a better understanding of the student knowledge base in their discipline.

Elementary Learning Teams met monthly with their Teacher Leaders to evaluate quality of instruction, student work, and teacher formative and summative tasks based on subjective criteria. The goal is to create criteria as they move forward next year to guide them in making changes addressed to improving their work.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Respondent skipped this question

Q17: 5b. To what extent has this goal been met?

Respondent skipped this question

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

Q19: 6a. Local TLC Goal

Respondent skipped this question

Q20: 6b. To what extent has this goal been met?

Respondent skipped this question

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

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Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

We have had numerous conversations about building capacity among our Teacher Leaders. We are exploring how to provide more involvement for the Teacher Leaders, and in essence how to build the path for the next "generation" of IMCs and other Teacher Leaders.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

"I felt supported right away."

"My mentor coach changed her lunch time, so we could have the same lunch wave."

"I would explain difficult math concepts to her (IMC), and I know my students benefited from that."

"Whatever questions came up, my coach (IMC) could help me or take me to someone else to help me."

"I have truly enjoyed the opportunity to take the course....This class allowed me to implement student focused goals that had a real life benefit to my behavior disorder students."

"My coach sat down with my trying to help organize my thoughts and concerns to narrow down the behaviors in which to start working. She observed the class and identified specific behaviors. Then we wrote the goal together."

"We (my coach and teacher) met several times to develop a goal, selected the core standards, looked through student writing samples, discussed student needs, found resources to more effectively teach the material, and made a plan to reach the goal."

"The coaches put themselves out there to help us. I really appreciate their support."

"My coach sat beside me and helped me every step of the way. I had missed the intro session, now I feel caught up."

"I depend on my Team Leader to answer my questions while the coaches are presenting. He does a great job."

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.